

STUDENTS LIVING WITH DISABILITY AND STUDENTS WITH CARER RESPONSIBILITIES

Version

Date	Revision Description	Author	Version
11 July 2008	A review and update of this policy.	Jan Edwards, approved by Executive Group	1
May 2014	Revised from a "Policy and procedure" document into a "Process" document	Anthony Gartner, approved by Andrew McFarland	2
Dec 2014	Revised	Anthony Gartner	3
March 2016	Revised	Anthony Gartner	4
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October 2018	Revised	Anthony Gartner	6

Additional information including provision of feedback on this procedure, amendment history and record retention time is available from the Process Owner or Delivery Area.

Scope

This procedure applies to all Swinburne students.

Exclusions

This procedure excludes the Sarawak campus.

Related Policy & Documentation

Name		
Legislative Context		
Name	Location	
Disability Discrimination Act 1992 (Commonwealth)	http://www.comlaw.gov.au/comlaw/Legislation/ActCompilation1.nsf/0/E158A29AF91783D5CA25705700087CC9?OpenDocument	
Disability Act 2006 (Victorian)	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/0B82C05270E27961CA25717000216104/\$FILE/06-023a.pdf	
Disability Standards for Education 2005 (Commonwealth)	http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm	
Equal Opportunity Act (Vic) 1995	http://www.austlii.edu.au/au/legis/vic/consol_act/eoa1995250/	
Carer Recognition Act 2010 (Commonwealth)	http://www.comlaw.gov.au/Details/c2010a00123	
Internal Related Material		
Name	Location	Document Type
Service Charter Rights and Responsibilities	Within these operational guidelines	
AccessAbility Services Direct Support – Service Guidelines and Agreement	Within these operational guidelines	
Disability Access Maps	http://www.swinburne.edu.au/stuserv/disability/access.html#maps	Website
Complaints and Feedback	http://www.swinburne.edu.au/corporate/feedback/	
AccessAbility Action Plan	http://www.swinburne.edu.au/stuserv/disability/aap.html	Website
Related Policies and Procedure documents		
People, Culture and Integrity Policy	http://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/people-culture-integrity/	Policy and procedure
Assessment and Results Policy	http://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/assessment-results/	Policy and procedure
Swinburne Occupational Health & Safety Policy	http://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/people-culture-integrity/health-safety/	Policy and procedure
Swinburne Privacy Policy	http://www.swinburne.edu.au/privacy/	Policy and procedure

Web Accessibility Complaints Policy and Procedure	http://www.swinburne.edu.au/accessibility-information/web-accessibility-complaints-procedure/	Policy and procedure
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Definitions

All terms can be found in the official [Swinburne Glossary](#).

Word/Term	Definition
AccessAbility Services (AS)	The support service area at Swinburne University responsible for promoting the support needs of students living with disability, and carers, and for determining and facilitating reasonable adjustments.
Adjustments	An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. (See also Reasonable Adjustment) <i>Source: DDA Education Standards</i>
Associate	Someone who is closely connected with a person with a disability. Associates may include family members and other relatives, carers, friends and people in a business relationship. <i>Source: DDA Education Standards</i>
Carer	A person who has primary responsibility for providing personal care, support and assistance to another individual in need of support due to disability, medical condition, including terminal or chronic illness, mental illness or is frail and aged.
Disability	The Disability Discrimination Act (1992) defines disability as: <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour. <i>Source: DDA</i>
DDA	<i>Disability Discrimination Act 1992 (Commonwealth)</i> . The DDA provides protection for everyone in Australia against discrimination based on disability. It encourages everyone to be involved in implementing the Act and to share in the overall benefits to the community and the economy that flow from participation by the widest range of people. The Australian Human Rights Commission has statutory responsibilities under these laws. They have the authority to investigate and conciliate complaints of alleged discrimination and human rights breaches lodged under these law <i>Source: Australian Human Rights Commission</i>
Education Standards	The Standards clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA. <i>Source: DDA Education Standards</i>
Exceptions	Situations where Swinburne can discriminate against a student with a disability without breaking the law. Exceptions included in the Education Standards include:

- Unjustifiable hardship
- Protection of public health

Source: DDA Education Standards

On the same basis

1. A person with a disability is able to seek admission to, or apply for enrolment in, an institution **on the same basis** as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.
2. An education provider treats a prospective student with a disability **on the same basis** as a prospective student without a disability if the provider makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided in accordance with the Education Standards.
3. A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, **on the same basis** as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

Personal Care Assistance

Personal care assistance relates to assistance for the physical needs of people who are living with disability or otherwise unable to take care of themselves, including support and / or equipment used to assist with bathing, management of bodily functions, and cooking
Source: Higher Education Disability Support Program FAQ's Additional Support for Students with Disabilities - reimbursements

Reasonable adjustments

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In assessing whether a particular adjustment is reasonable for the student with a disability, Swinburne should take into account:

- the nature of the student's disability;
- the information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- information provided by, or on behalf of, the student about his or her preferred adjustments;
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students; and
- the costs and benefits of making the adjustment.

In making a reasonable adjustment, the provider should ensure that the integrity of the course or program and assessment requirements and processes are maintained.

A reasonable adjustment may include an aid, a facility, or a service that the student requires because of his or her disability

Source: DDA Education Standards

Unjustifiable hardship

An Exception that allows Swinburne to refuse to make an Adjustment because the cost involved and the impact on Swinburne and other people would be too great. Swinburne must prove that an Adjustment would cause it Unjustifiable Hardship. To do this, Swinburne would need to look at:

- The benefits or disadvantages that would result from making the Reasonable Adjustment
- The effect of the disability of the student in question
- Its own financial position and the costs of making the Reasonable Adjustment

Source: DDA Education Standards

PURPOSE

This procedure sets out the University's commitment to students living with disability and students with caring responsibilities to ensure that:

- a. Students living with disability, and carers, have an inclusive learning environment;
- b. Students living with disability, and carers, have access to appropriate support services; and
- c. The University meets its obligations under relevant legislation.

Procedure

General principles

- 1.1. Swinburne University of Technology is committed, through the principles of equity, to increasing and enhancing practices and educational opportunities for students living with disability and carers. This commitment is based on a philosophy of inclusion which characterises the University's approach to service provision for students living with disability, and carers. This is outlined in the University's *AccessAbility* Action Plan.
- 1.2. Through *AccessAbility* Services, Swinburne will ensure that, where possible, students living with disability, and carers, are provided with appropriate academic and teaching support and that activities that form part of the broader educational program are designed to include them.
- 1.3. It is not unlawful for a provider to fail to comply with a requirement if, and to the extent that, compliance would impose unjustifiable hardship on the provider.
- 1.4. The University is committed to work towards providing safe and convenient access to facilities and services with respect to the resources available.
- 1.5. Students living with disability, and carers, will be encouraged by the University to utilise *AccessAbility* Services to facilitate, organise and plan requirements to promote equal access.
- 1.6. Students living with disability, and carers, will be encouraged to become independent learners and to take responsibility for their own learning.
- 1.7. The University undertakes to respect the rights of students and prospective students living with disability, and carers, to privacy and confidentiality.
- 1.8. The University is committed to raising awareness of the needs and rights of both students living with disability, and carers.
- 1.9. The University will comply with the Federal Disability Discrimination Act (1992), the Disability Standards for Education 2005, the Disability Act 2006 (Victorian), the Carer Recognition Act 2010, and the Higher Education Support Act 2003 - Other Grants Guidelines 2010.

- 1.10. This policy must be read in conjunction with the University Statutes and Regulations of Council and is cognisant of the availability of resources.

Implementation

- 2.1. One Swinburne academic standard shall prevail for all students (as applicable to their course), but flexibility in arrangements can be made in the attainment of particular course requirements so that any student living with disability, is able to participate in the learning experience (including assessment and certification requirements) on the same basis as a student without a disability.
- 2.2. Students with significant caring responsibilities are also able to negotiate flexibility in arrangements made for the attainment of particular course requirements.

Reasonable Adjustments

- 3.1. To comply with the relevant legislation and to eliminate, as far as possible discrimination against people living with disability, Swinburne will provide reasonable adjustments.
- 3.2. Agreed Reasonable Adjustments will be outlined in an Education Access Plan prepared in conjunction with the student, informed by recommendations made by the treating health professional.
- 3.3. In assessing whether an adjustment is reasonable, educational opportunities will be offered to students living with disability on the same basis as a student without a disability, providing that the necessary entry requirements for the program are met, the academic or teaching requirements of the program are maintained, and any other requirements or components that are inherent or essential to the nature of the program are maintained.
- 3.4. Where Reasonable Adjustments involve the provision of alternatively formatted course material, A maximum of 3 (three) textbooks per enrolled unit of study will be provided, including up to 2 (two) prescribed textbooks and 1 (one) recommended textbook only. Only material directly relevant to the unit of study concerned will be considered for provision in an alternative format.

Costs of Reasonable Adjustments

- 4.1. Costs as a result of the provision of reasonable adjustments or to meet specific needs for approved additional activities shall not be borne by the student.
- 4.2. Specialist support services not provided by the University, such as personal care assistance, may be arranged by the University, but at the student's expense (refer to section 8.5).
- 4.3. Specialist support services performing a dual role providing both personal care assistance and participation assistance will be paid by Swinburne for their in-class participation assistance work at a rate no greater than the rate paid to agencies with existing contractual arrangements with Swinburne.

Eligibility to receive services

To be eligible to receive services from Swinburne Access *Ability* Services, students must:

- 5.1. Be currently enrolled in any course provided by Swinburne University of Technology. Students need to have paid their fees and be able to show proof of this by producing their student card.

- 5.2. Either A): Live with a disability as defined in the Disability Discrimination Act (1992) (refer to definitions). A disability may arise from an impairment, mental health or medical condition. Disabilities that may impact upon studies can be physical, sensory, neurological, psychiatric, medical or intellectual. Disabilities may be temporary or permanent, constant or occasional; or
- B): Be a person who provides primary unpaid personal care, support and assistance to another individual in need of support due to disability, medical condition, including terminal or chronic illness, mental illness or is frail and aged.
- 5.3. Make an appointment to see or speak to a staff member at *AccessAbility* Services and officially register. Any possible support needed throughout the year should be identified and organised before semester begins.
- 5.4. Provide relevant documentation from a qualified professional in the particular field of disability or health. The professional needs to be independent and cannot be related to the student.
- 5.4.1. Recognised health professionals include Medical Specialists, Psychiatrists, Psychologists, General Practitioners, Mental Health Social Workers, Physiotherapists, Occupational Therapists, Speech Pathologists and Educational Psychologists.
- 5.4.2. Reports should be relevant to the student's *current* situation. Documents are generally acceptable if dated:
- (a) in the last two weeks for a temporary condition
 - (b) in the last six months for a fluctuating or degenerative condition
 - (c) after the age of 16 years for learning disability
 - (d) no date required for a permanent disability.
- 5.4.3. Documentation should:
- (a) state the specific disability, mental health or medical condition
 - (b) indicate whether the disability is permanent, temporary, or fluctuating
 - (c) outline the impact on the student's ability to study
 - (d) recommend Reasonable Adjustments
 - (e) clearly identify the professional and credentials
 - (f) be legible, on letterhead, dated and signed.
- 5.4.4. *AccessAbility* Services may request updated/further documentation is provided by a student when additional information is required in order to determine reasonable adjustments or to review or make changes to the student's Education Access Plan.
- 5.4.5. Assessment of specific learning disabilities should be undertaken by the relevant professional and must outline at least some of the functional impacts of the condition. Assessments should be completed after the age of 16 or an update may be required:
- (a) Dyslexia, Language-based Dysgraphia or Dyscalculia – Psychologist with significant experience in the field of Education.
 - (b) Motor-Based Dysgraphia or Developmental Coordination Disorder – Occupational Therapist
 - (c) Specific Language Impairments or Childhood Apraxia of Speech (CAS) – Speech Pathologist
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- (d) Learning Difficulties identified via a WAIS IQ Assessment, administered for the VCAL/VCE Programs indicating 'low average' or 'borderline mental functioning' – Psychologist

Students in this category may be eligible to receive shared services, at the discretion of the VCAL Manager/ VCE Coordinator and AccessAbility Services, due to the complex nature of students who enter these programs in need of alternative pathway options in education.

- 5.5. Complete the *Consent to Release Information* form. Student details will not be disclosed or discussed without consent. Often teachers need to be told how the disability impacts on a student's ability to participate in education and how they can accommodate the individual's needs. Information is given generally and only on a need to know basis with the aim of enhancing the student's learning experience.

Notification of a Student's Disability

- 6.1. A student living with disability has a choice about whether they choose to disclose information about their disability to the University. It is important to note that a student is not obliged to disclose their disability but equally important is that the University is not required and may not be able to meet the student's needs or offer Reasonable Adjustments if the University is not informed of the student's individual circumstances or if those circumstances are not verified by recent documentation from a relevant health professional.
 - 6.2. Students may choose, and are encouraged to identify themselves as having a disability when completing their application or enrolment form. Disability information disclosed on the application or enrolment form is for Government statistical purposes only and may also be used by AccessAbility Services to contact a student to make them aware of the service available.
 - 6.3. Self-nomination on the enrolment form does not mean a student is registered with AccessAbility Services and is not sufficient to ensure Reasonable Adjustments are put in place. Any student who requires adjustments needs to notify AccessAbility services and obtain an Education Access Plan that specifies the Reasonable Adjustments to be provided.
 - 6.4. A student who does not wish to disclose a disability to AccessAbility Services may negotiate individual arrangements with relevant teachers or academics, however this will not enable the provision of any support staff or the implementation of Equitable Assessment Arrangements that cover formal examination periods. For these adjustments a student needs to register with AccessAbility Services and provide the relevant documentation.
 - 6.5. Prospective students living with disability or who have caring responsibilities are encouraged to notify an AccessAbility Liaison Officer at the time of application or enrolment so that Swinburne can assess the situation and consider what Reasonable Adjustments may be required.
 - 6.6. At the time of re-enrolment or as soon as possible after they acquire a disability, current students living with disability are encouraged to notify an AccessAbility Adviser that they have a disability that may require Reasonable Adjustments.
 - 6.7. Swinburne staff are encouraged to refer students living with disability or primary carer responsibilities to AccessAbility Services for an assessment and identification of Reasonable Adjustments.
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Validation of a Student's Disability or Carer status

- 7.1. To be eligible for Reasonable Adjustments students must register with *AccessAbility* Services and are required to provide documentation from a qualified professional in the particular field of disability or health (refer to section 5.4).
- 7.2. *AccessAbility* Services has the right to request further information from the student if documentation is unsatisfactory and to request from the professional an impact on learning statement.
- 7.3. Should a student's disability, medical condition or carer status change over time, Swinburne reserves the right to request additional documentation or cancel registration with *AccessAbility* Services.

Identification, Implementation and Approval of Reasonable Adjustments

- 8.1. Using the supporting documentation from the health professional and in consultation with the student, *AccessAbility* Services shall assess the impact of the individual student's disability on their capacity to participate in the education activity, and identify and implement Reasonable Adjustments without compromising the academic requirements or learning outcomes of the unit or course. Reasonable Adjustments that include Equitable Assessment Arrangements which impact on the performance and/or assessment of course requirements require the approval of the relevant head of the academic unit.
 - 8.2. Documentation will remain confidential and be stored electronically in a secure location within the Student Management System.
 - 8.3. Faculties, Schools and other areas of the University may be advised of the identities of students registered with *AccessAbility* Services when appropriate and only with the student's permission.
 - 8.4. As far as resources permit, and where assistive technology options are not appropriate, Education Access Workers including interpreters, notetakers and participation assistants will be made available to students with a disability. While appropriately trained staff will be made available as support for students with a disability, there is no individual allocation of funds for a particular student.
 - 8.5. The University, as an educational provider, is not required to provide, and does not provide personal care assistance needed to manage bodily functions or eating. Where a specialist support service is necessary and is of a kind that is not provided by the University, the University will take reasonable steps to facilitate the provision of the service to the student by another agency, however this will be at the student's expense.
 - 8.6. Where a student chooses a specialist support service that does not have an existing contractual arrangement with Swinburne, it is the responsibility of the agency to ensure that the staff member deployed at Swinburne has a valid Working With Children Check (WWCC), has signed the Swinburne Code of Conduct and completed the Swinburne compliance modules including; Aboriginal and Torres Strait Islander Cultural Awareness, Information Privacy Awareness, Working together, OH&S Online Module and viewed the Child Safety PowerPoint presentation.
 - 8.7. An agency providing care for a student must in addition to the above also provide Swinburne with certificates of currency for Work Cover, Professional Indemnity and Public Liability insurance.
 - 8.8. Where a student wishes to study overseas as part of an approved exchange / study abroad program *AccessAbility* Services may provide a referral, however it is the student's responsibility to make arrangements directly with the exchange institution.
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Service Charter Rights and Responsibilities

- 9.1 The Service Charter Rights and Responsibilities document describes AccessAbility Services commitment to the provision of services to students and it details the rights and responsibilities of students using the service.

Service Guidelines and Agreement

- 10.1. The *AccessAbility Services Direct Support – Service Guidelines and Agreement* document provides a service agreement of rights and responsibilities and agreement by the student to the provision of direct support.

Participation in Approved Education Abroad Programs

- 11.1. A student wishing to study or work overseas as part of an approved exchange, Professional Placement activity, or education abroad program will need to give a copy of their Education Action Plan to the relevant organising Faculty, Centre or Administration area.
- 11.2. *AccessAbility Services* and the relevant organising Faculty, Centre or Administration area will liaise to ensure that the services of the destination institution or workplace are suitable.
- 11.3. It is the hosting institution that takes responsibility for admitting and supporting the student during the term of the student's Education Abroad program.

Interpreters / Specific Needs

- 12.1. Special arrangements for students with specific needs including interpreters and cross culturally trained personnel will be made available upon request where deemed necessary. This includes but is not limited to the enrolment process, review boards, complaint meetings or mediation, and graduation.
- 12.2. Where special arrangements for students with specific needs including interpreters and cross culturally trained personnel are required, *AccessAbility Services* will need to be contacted by the area of the University holding the activity, or by the student.
- 12.3. Depending on the circumstances, the University may provide students who are deaf or hearing impaired with either:
- a. Interpreters;
 - b. Interpreters and Notetaker, or
 - c. Live captioning.

Complaints

- 13.1. The University will manage complaints in line with its legal obligations and through internal policies and procedures in a sensitive and confidential manner.
- 13.2. Disability-specific complaints by students living with disability or their representatives will be resolved informally at a local level, where possible, with assistance from *AccessAbility Services* and / or People and Culture.
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- 13.3. Where the complainant remains dissatisfied, the complainant may access the Swinburne Complaints and Feedback procedure. Swinburne will ensure that students using the process are not adversely affected by making a complaint.

Document Retention

Form	Retention Time	Retention Location
AccessAbility Services client record documentation	Destroy 2 years following completion of service	Electronically and Securely onsite within Student Management System

SERVICE CHARTER

Swinburne's *AccessAbility* Services is committed to increasing and enhancing educational opportunities for people with disabilities or carers of people with disabilities.

We will negotiate a range of reasonable adjustments made by the University to ensure that a student with a disability/carer of a person with disabilities, has equal opportunity to access and participate in education at Swinburne.

Swinburne promotes independence and encourages the use of adaptive technology.

'AccessAbility Service Charter:

We aim to:

- Assist students to access information before and during their study that is relevant to their educational experience, to enable *informed choices*.
 - Give *timely responses* to student's queries, within two business days and refer students to the appropriate department if unable to assist them directly.
 - Behave honestly, *professionally and ethically*, accept accountability and responsibility for our actions.
 - Acknowledge and respect the privacy of individuals. All health information will be kept *confidential* in accordance with Swinburne Privacy Policy. Documentation will be stored electronically in a secure location within the Student Management System.
 - Remain committed to *continuously improving* our performance through review, being open to new ideas, actively receiving feedback and identifying and implementing improvement opportunities.
 - Acknowledge and respect *diversity* in our students and their individual requirements.
 - Assist students to *access* learning resources.
 - Treat students with *dignity and respect* and uphold child safety standards, so that students can enjoy an environment free from all forms of harassment and discrimination.
 - Take every opportunity to *educate* and support Swinburne staff with equitable access to education.
 - Provide students with advise on how to access and lodge feedback through the Complaints and Feedback process.
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Student Rights & Responsibilities:

Swinburne takes pride in the support provided to students living with disability and those with carer responsibilities. All our services are negotiated and provided in accordance with the Disability Discrimination Act (Cwlth) 1992, Disability Standards for Education (Cwlth) 2005, and the Carer Recognition Act (Cwlth) 2010.

Student Rights

- The right to be treated in a fair and respectful manner, free from all forms of harassment and discrimination.
- The right to confidentiality of information and sharing of information on a need to know basis with informed consent.
- The right to negotiate appropriate *reasonable adjustments* to enable your participation in education to the same standard as any other student, provided those adjustments do not compromise the academic requirements or learning outcomes of the unit or course, or are considered unreasonable by the University. Reasonable adjustments will be documented in an Education Access Plan (EAP).

Student Responsibilities

- Treat other students and staff with honesty, respect and courtesy in a safe manner, free from all forms of harassment and discrimination. (Swinburne Student Charter)
 - Be accountable for your learning (Swinburne Student Charter)
 - Provide current documentation from a relevant treating health professional to access reasonable adjustments via AccessAbility Services.
 - Provide your Education Access Plan (EAP) to Conveners/Lecturers/Tutors to support your reasonable adjustments.
 - Initiate and maintain contact with AccessAbility Services regarding any change in your condition or required reasonable adjustments in a timely manner.
 - Apply for Equitable Assessment Arrangements (EAA) at least six weeks before the first exam.
 - Ensure your Swinburne student email account remains able to receive incoming mail, and check it regularly so that you can promptly respond to any requests for action or information.
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SERVICE GUIDELINES AND AGREEMENT – EDUCATION ACCESS WORKERS

Swinburne's *AccessAbility* Services is committed to increasing and enhancing educational opportunities for people with disabilities or carers of people with disabilities.

We will negotiate a range of reasonable adjustments made by the University to ensure that a student with a disability/carer of a person with disabilities, has equal opportunity to access and participate in education at Swinburne.

Swinburne promotes independence and encourages the use of adaptive technology.

SERVICES AVAILABLE TO STUDENTS

1. **Assistive Technology** such as software, digital recorders, tablets, echo smart pens and laptops.

- We encourage you to trial assistive technology and equipment to determine what may be of greatest assistance to you.
- The library's borrowing policies and guidelines will apply, however extended loans can be authorised by the *AccessAbility* Adviser.

2. **Arranging your support**

- Contact *AccessAbility* Services as early as possible, prior to starting your studies so that arrangements can be made to have your supports in place.
- Supply a complete copy of your timetable as soon as it is available to you. This includes subjects (name and code), times, locations, term dates.
- Late changes in timetable or subject choice may result in reduced or delayed services being available to you.

3. **AUSLAN Interpreters/Notetakers and live captioning**

- May be available for students who are deaf or hard of hearing.
 - Contact *AccessAbility* Services early so that arrangements can be made.
 - All endeavours will be made to provide you with an interpreter, however, this may not always be possible as there can be heavy demand of the small pool of qualified interpreters at various times.
 - Arrive a few minutes before your first class to meet the Interpreter/Notetaker and discuss what your specific needs are and how they can best support you.
 - In a tutorial, introduce the Interpreter/Notetaker to your teacher, if they have not previously met.
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4. Education Access Workers

- Education Access Worker are provided where it is the most appropriate means to assist a student to effectively access education. This is negotiated on an individual basis.
- Arrive a few minutes before your first class to meet the Education Access Worker and discuss what your specific needs are and how they can best support you.
- In a tutorial, introduce the Education Access Worker to your teacher, if they have not previously met.

5. If you are sick or unable to attend a class

- Call the relevant Agency to cancel the Education Access Worker / Interpreter.
- If the Agency is not available, contact the *AccessAbility* Adviser.

Note:

If a student fails to attend class or is late three times in a semester without a valid reason and supporting documentation, *AccessAbility* Services will review the support and may cancel the support arrangements.

The offer of support services from Swinburne is conditional upon your attendance at your class/lecture.

6. If you are going to be late for class

- Call the Agency to say you will be late. They may be able to let the Education Access Worker / Interpreter know and ask them to wait for you to arrive.
- If the Agency is not available, contact the *AccessAbility* Adviser.
- If you are more than 20 minutes late for a class, the Education Access Worker / Interpreter will leave unless instructed otherwise by *AccessAbility* Services.

7. If your class has been cancelled or the room changed

- Call the Agency as soon as possible so they can cancel or tell the Education Access Worker / Interpreter of room changes.
- If the Agency is not available, contact the *AccessAbility* Adviser.

8. If your timetable changes

- You must tell the *AccessAbility* Adviser.
 - Provide a copy of your new timetable to the *AccessAbility* Adviser so that the arrangements with the Education Access Worker / Interpreter can be changed.
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9. If you do not require support for a particular class, or on a particular day/period

- Call the Agency as soon as possible so they can let the Education Access Worker / Interpreter know that they are not required.
- If the Agency is not available, contact the AccessAbility Adviser.

10. Seating arrangements are your responsibility

- Enter the class on time or a little earlier to find the right seating position for you and the Education Access Worker.
- If you have an Education Access Worker, let them know where you prefer to sit and whether you prefer to have them sitting next to you or not.

11. Notetaking (provided under exceptional circumstances)

- Notes will not be taken for you when you do not attend a class, if you stop participating in the class, or if you leave the classroom during the lesson.
- It is your responsibility to ask the teacher or another student for a copy of the notes you have missed.
- You are expected to provide writing paper and pens / laptop/USB for the Education Access Worker. Laptops can be borrowed from the library.
- Requests for particular note takers are not accommodated to ensure fairness and consistency amongst students. Note takers are changed each year to maximise independent learning. Please note that if you prefer a note taker of the same gender every attempt will be made to accommodate this.

12. If you need Equitable Assessment Arrangements in place for your exams/tests (extended time, a reader, scribe, a computer etc.)

- AccessAbility Services needs time to make the necessary arrangements with the department and support staff
- Contact your AccessAbility Adviser to discuss your needs, at **least six weeks** before exam dates in Higher Education, at **least one week** before test dates in TAFE.
- The cut-off date for Equitable Assessment Arrangements in any exam period is **four weeks prior** to the start of the exam period – thereafter students may need to apply for special consideration as arrangements may not be accommodated.
- Requests for Equitable Assessment Arrangements may require written documentation/certificate from a doctor or relevant professional.

13. If you require extra support or assistance, beyond the hours agreed upon

- Call the AccessAbility Adviser for authorisation.
 - Do not approach the Education Access Worker / Interpreter about providing extra support.
-

14. Feedback

- It is important to give feedback to the Education Access Worker / Interpreter and the *AccessAbility* Adviser.
- This allows *AccessAbility* Services to monitor the support service and ensures that appropriate changes are made to improve the quality of support.

15. Problems/Conflict

- If any problems occur between you and the Education Access Worker / Interpreter, you should first talk with them about it.
- If problems continue, please contact the *AccessAbility* Adviser for a confidential discussion.
- They will assist in trying to fix the problems or will refer the matter on to the appropriate Swinburne authority or Agency (if necessary).
- If any problems occur between you and the *AccessAbility* Adviser, or you have a complaint, contact the Manager, Student Equity and *AccessAbility* Services.

The contents of this agreement have been explained to me and I understand my rights and responsibilities pertaining to the agreement.

Student or Nominee Signature

Date

***AccessAbility* Adviser Signature**

Date

UNDERSTANDING THIS AGREEMENT

If you have any concerns regarding this agreement, or have any questions, it is important to discuss this with the *AccessAbility* Adviser. Furthermore, if you feel that you cannot meet some of the requirements, contact the *AccessAbility* Adviser.

Contact details:

***AccessAbility* Services**

Swinburne University of Technology

Phone: 03 9214 5234

Email: accessability@swin.edu.au

Web: <https://www.swinburne.edu.au/current-students/student-services-support/accessability-services/>

SERVICE GUIDELINES AND AGREEMENT – SONOCENT AUDIO NOTETAKER

Swinburne's *AccessAbility Services* is committed to increasing and enhancing educational opportunities for people with disabilities or carers of people with disabilities.

AccessAbility Services will negotiate a range of reasonable adjustments made by the University to ensure that a student with a disability/carer of a person with disabilities, has equal opportunity to access and participate in education at Swinburne.

Swinburne promotes independence and encourages the use of adaptive technology.

AccessAbility Services have extended licenses for Sonocent available for students who are registered with *AccessAbility Services*. The use of Sonocent Audio Notetaker is outlined below:

Swinburne supports students using Sonocent Audio Notetaker as well as the privacy of all students. Please be aware that when using Sonocent:

- The recording is solely for the purpose of personal study for the unit
- You are not to provide the recorded materials (or transcripts of the material) to any other persons, without the prior consent of the Unit Convenor.
- You agree to use the recording solely for the personal purpose of studying or revising the material for the unit
- You agree to pause recording when requested by your lecturer or tutor so as not to record private, personal or sensitive information about students, or Copyrighted material that may be screened during the lecture
- You agree not to publish recordings.

There may be circumstances where it is inappropriate to record teaching content (for example, where copyrighted material is used or there is a discussion where private information about individuals may be drawn out).

Lecturers or tutors will ask you to stop or pause recording.

In order to ensure respect and privacy to academic staff and fellow students. It is a condition of the use of your allocated license that you agree to the terms above.

By using Sonocent, it is expected that you agree to the terms outlined above.

Student or Nominee Signature

Date

AccessAbility Adviser Signature

Date

UNDERSTANDING THIS AGREEMENT

If you have any concerns regarding this agreement, or have any questions, it is important to discuss this with the *AccessAbility Adviser*. Furthermore, if you feel that you cannot meet some of the requirements, contact the *AccessAbility Adviser*.

AccessAbility Services

Swinburne University of Technology

Phone: 03 9214 5234

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PROVISION OF PERSONAL CARE TO SWINBURNE STUDENTS BY EXTERNAL AGENCIES

Swinburne University has a responsibility to ensure that any work undertaken by staff from an external agency, does not place the external agency or others at risk. Therefore Swinburne expects all staff working for external agencies to operate within the same standards of health and safety as it would for its own staff when working on Swinburne premises.

External agencies that deploy staff at Swinburne must provide Certificates of Currency for Work Cover Insurance, Professional Indemnity and Public Liability. All staff employed by external agencies must provide photo proof of identity, proof that they are employed by an external agency, proof of completion of Swinburne online compliance modules and a valid Working with Children Check. Agency staff must also meet with an AccessAbility Adviser to ensure understanding of the role and responsibilities of an in-class participation assistant, the Code of Conduct requirements and Child Safety Standards.

Failure to meet these requirements will prevent the staff member employed by the external agency from attending class and failure to comply once in place will result in their removal.

Instructions for completing Swinburne online compliance modules. Staff must provide copies of all four certificates to employer prior to deployment at Swinburne University.

1. Go to <https://swinburne.elmotalent.com.au/register#!/index>
2. Enter first and last name
3. Create a username: This should be a personal email address
4. Enter your email: This should also be a personal email address
5. Create a password – ensure this is memorable
6. Enter personal email address in the 'Employee Number' field.
7. Upon login, the Compliance training program will appear in the 'To Do' list. Please click on the link to this program and you will see details of the four modules you need to complete, you can complete these in any order but you will need to ensure that you complete all four to be fully compliant.

If the modules are not listed, you should be able to search from them on under the course catalogue.

The required modules are:

- Aboriginal and Torres Strait Islander Cultural Awareness
 - Information Privacy Awareness
 - Working Together
 - OH&S Online Module
 - Child Safety – pending. Currently available as PowerPoint slides distributed by employer
8. After completing the assessment at the end of each training module, you will automatically receive an email with your completion certificate.

**** Please Note - If it tries to auto-sign in, click 'cancel' while it is loading** (as per the below screenshot) and enter in the above credentials manually. If there is no option to cancel, select the "BACK" button on your browser, and you can then use the ELMO login screen (rather than the Swinburne sign on screen). If you are still having issues, please let me know.

